DOCUMENT RESUME

ED 342 758 SP 033 646

TITLE Promoting Harmony. A Compilation of Sample Lessons. Grades K-12.
INSTITUTION New York City Board of Education, N.Y.
PUB DATE 92
NOTE 55p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Class Activities; *Cultural Awareness; *Cultural Interrelationships; Elementary Secondary Education; *Lesson Plans; *Multicultural Education; Social Bias; Teaching Methods; Urban Schools
IDENTIFIERS *New York (New York); New York City Board of Education

ABSTRACT

The New York City Public Schools provides this series of strategies for teachers to use during Kids Week (February 17-21, 1992). These strategies, which seek to promote harmony among students, are designed to: give students opportunities to become aware of and appreciate the city's diversity; instill sensitivity and understanding among all students; and help students appreciate the contributions of the many ethnic, linguistic, and cultural groups of New York City. This collection includes strategies for early childhood, elementary, middle school, and high school grades. Lesson plans are given for the following topics: "Making Friends"; "Families"; "Getting to Know One Another"; "Respect for Others"; "What Am I Proud Of?"; "How Do I Feel?"; "Me and Somebody Else"; "Children Have the Right To Have Their Cultures Understood and Respected: An Interdisciplinary Unit"; "The Promise of America"; "Understanding Prejudice"; "Looking beyond Labels To Combat Prejudice"; "Discrimination"; and "Reducing Prejudice." (IAH)

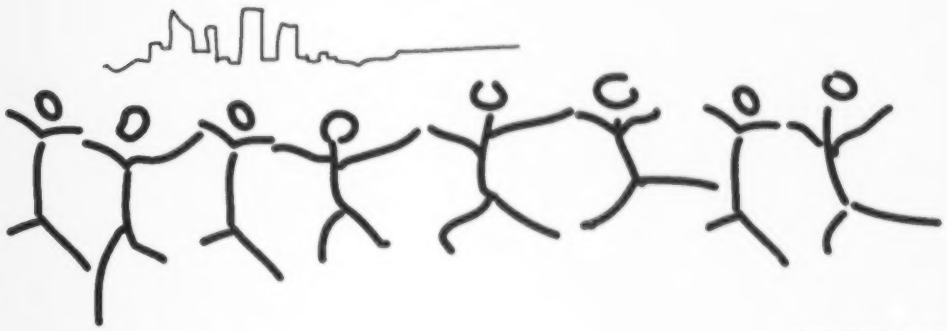
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED342758

Promoting Harmony

A Compilation of Sample Lessons

Grades K-12



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

N.Y. City Board of Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

New York City Public Schools

Joseph A. Fernandez, Chancellor

LB1633 .L46

BEST COPY AVAILABLE

Promoting Harmony

A COMPILATION OF SAMPLE LESSONS
Grades K-12

NEW YORK CITY PUBLIC SCHOOLS
Joseph A. Fernandez, Chancellor

New York City Board of Education

H. Carl McCall, *President*
Irene H. Impellizzeri, *Vice President*

Carol A. Gresser
Westina L. Matthews
Michael J. Petrides
Luis O. Reyes
Ninfa Segarra

Joseph A. Fernandez, *Chancellor*

Nilda Soto Ruiz, *Chief Executive for Instruction*

Copyright © 1992
by the Board of Education of the City of New York

Application for permission to reprint any section of this material should be made to the Chancellor, 110 Livingston Street, Brooklyn, NY 11201. Reprint of any section of this material shall carry the line, "Reprinted from *Promoting Harmony: A Compilation of Sample Lessons, Grades K-12* by permission of the Board of Education of the City of New York."

It is the policy of the New York City Board of Education not to discriminate on the basis of race, creed, national origin, age, handicapping condition, marital status, sexual orientation, or sex in its educational programs, activities, and employment policies, and to maintain an environment free of sexual harassment, as required by law. Inquiries regarding compliance with appropriate laws may be directed to Mercedes A. Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Room 601, Brooklyn, NY 11201, Telephone: (718) 935-3320.

Introduction

The New York City Public Schools is pleased to provide a series of strategies for teachers to use during Kids Week (February 17-21, 1992) that seek to promote harmony among our students. We strive to give students opportunities to become aware of the diversity of our city and how much this diversity adds to its richness and uniqueness. In this way, we hope to instill sensitivity and understanding among all students and to help them appreciate the contributions of the many ethnic, linguistic, and cultural groups in making New York a great city.

Promoting Harmony includes strategies for early childhood, elementary, middle school and high school grades. These lessons have been compiled from several New York City Public Schools publications, and two are published by permission of the Anti-Defamation League of B'nai B'rith from *The World of Difference*.

Overview of Lessons

Early Childhood

- Making Friends
- Families

These lessons encourage students to gain a deeper appreciation for friends and friendship, and to share, listen and value the contributions of others. They also give children opportunities to recognize that their own family structure may be similar to or different from others', and that all need to be respected and valued.

Elementary

- Getting to Know One Another
- Respect for Others
- What Am I Proud Of?
- How Do I Feel?
- Me and Somebody Else

These lessons and activities encourage students to learn more about one another; to discover how they share common feelings, ideas and experiences; to honor and respect the rights of others; and to promote self-esteem. They can be adapted for middle grades and high school students.

Middle School

- Children Have the Right to Have Their Cultures Understood and Respected: An Interdisciplinary Unit
- The Promise of America

As well as encouraging students to learn more about one another and to respect the rights of others, these lessons also encourage students to examine how far we have come in creating a more democratic and just society and what still remains to be accomplished.

High School

- Understanding Prejudice
- Looking Beyond Labels to Combat Prejudice
- Discrimination
- Reducing Prejudice

These lessons demonstrate how labels are used to stigmatize minority groups and how they prevent us from seeing people as individuals. They also encourage students to combat prejudice.

Contents

Early Childhood Lessons

Making Friends 1

Families 3

Elementary School Lessons

Getting to Know One Another 5

Respect for Others 11

What Am I Proud Of? 15

How Do I Feel? 17

Me and Somebody Else 20

Middle School Lessons

Children Have the Right to Have Their Cultures Understood and Respected: An Interdisciplinary Unit 21

The Promise of America 33

High School Lessons

Understanding Prejudice 37

Looking Beyond Labels to Combat Prejudice 43

Discrimination 47

Reducing Prejudice 51

Making Friends

EARLY CHILDHOOD LESSON

Materials

- An appropriate book or story about friends that contains some words in another language, such as *Amigo Means Friend* (Troll Associates, 1988).
- Large picture cards or photographs depicting boys and girls working and playing together (e.g., straightening books on a shelf, swimming at the beach). Children pictured should be representative of various ethnic groups and cultures.

Procedure

As a pre-reading activity, ask the boys and girls to describe their friends and tell about things they do together.

Read a book or story containing some words in a different language. Encourage the children to repeat unfamiliar words or phrases. It should be emphasized to the class that they are now speaking a different language. Children who are already fluent in this language may wish to serve as "helpers," demonstrating proper pronunciation and introducing other words to the class. Discuss the story with the children, eliciting comments about how to make friends with people who look different or who speak another language.

Ask the children to suggest ways in which they can make new friends, and to describe some friendly behaviors, such as sharing, taking turns, or learning some words in another child's language.

Ask the children, "How do we show that we are friends with another person?" After the boys and girls respond, display the picture cards or photographs. The children can describe and talk about the friendly behaviors that they observe in these pictures.

Follow-up Suggestions

Throughout that day, and on the days that follow, remind the children, and have them remind each other, to display friendly behaviors as they work with blocks, dress-up clothes, and other materials. Set aside time for the youngsters to reflect and tell the class how they have worked and played together in a cooperative and friendly way.

Call attention to children's friendly behaviors as they are occurring so that other children are aware of these models.

The children will enjoy drawing or painting pictures of characters and/or scenes from stories about friendship read aloud in class, or of friends in class or at home.

- Lead the youngsters to create a class book titled "We Are Friends." First, brainstorm and generate a list of ideas on how children can become and remain friends. The class, or individual students, can illustrate each idea.
- Invite a parent to class to read aloud stories to the children about friendship or making new friends. Recommended books include: *Corduroy*, by Don Freeman (Puffin, 1976); *Frog and Toad All Year*, by Arnold Lobel (Harper and Row, 1976); *Goggles*, by Ezra Jack Keats (Macmillan, 1971); *Horton Hears a Who*, by Dr. Seuss (Random House, 1954).

Related Outcomes

Students should be encouraged to:

- gain a deeper appreciation for friends and friendship
- share, take turns, and listen to and value others' contributions
- recognize that people speak different languages
- learn words in other languages
- use a variety of art materials to express visually their multicultural awareness

Families

EARLY CHILDHOOD LESSON

Preparation and Materials

Collect pictures of different families with children that illustrate as many different types of racial and ethnic groups and different family structures as possible: child with older relative, child with a single parent, many children with a single parent and with two parents, adoptive families child with two women or two men, children with different racial characteristics from the adults. This should be done in small groups and as the teacher observes the need through children's play and conversation. Trade books are also good resources.

Procedure

Mount the pictures on a large sheet and show to the class. Ask the children what the pictures show. Guide the discussion in eliciting that the pictures all show children with caring adults. Ask: Could these pictures all be families? What is a family?

Guide the children in understanding the concept that a family is made up of people who live together, love each other and take care of the children or take care of each other.

- How are the pictures different? How are families different? What is a family?

- Put the concept on the chart with the pictures.

As appropriate, continue the lesson to expand the idea that sometimes families live apart, but are still families. Ask questions such as the following.

- Do families members always live together?

Discuss the idea that sometimes family members do not live together. Sometimes they visit each other; sometimes they live far away.

- As appropriate for the needs and maturity of the children, talk about families in which parents divorce and find new mates. The children are part of two families. Sometimes children live with foster parents or relatives because their parent(s) cannot take care of them at that time; the parent is still part of the family. All the members of a family are still part of the family whether they live together or not.

Use other poems or descriptions of family relationships from stories or magazine articles as springboards for discussion about families. You can encourage your students to talk about family size, roles of siblings and adults, memorable family experiences, etc. Ask the students to think about important things they've learned how to do from someone in their family or from a friend. Ask for student volunteers to tell about their experiences. This information can be recorded on the chalkboard (or a chart) in this way:

I learned to:	from
ride a bike	_____
bake cookies	_____
catch a baseball	_____
fish	_____
play chess	_____
skate	_____

After a class list has been compiled, survey the youngsters to find how many members of the class have learned the same skill, and who taught it to them. What similarities or differences can be found within the group?

- Discuss the importance of those things that are learned in the home (as compared to school). Discuss the role of the family as teachers. Conclude that one learns from many people. Teachers are found everywhere, not just in school.

> Pass an object, such as a ball or beanbag. Only the child holding it may speak. Say, "I'll begin a sentence, and when you catch the beanbag (*or other object*), you can finish it."
>
> Examples of unfinished sentences are:
>
> On Saturdays my family likes to _____
>
> One thing we all do together in my family is _____
>
> Our favorite day is _____ because _____
>
> Our favorite place to go is _____
>
> As a follow-up to the game, ask children to recall similarities and differences among families within the classroom.

- Have the students create a "Meet My Family" bulletin board display. To start, give each child a large sheet of manilla paper. After folding the sheet in half, the youngsters can draw each member of their family, including themselves, on the left. On the right side, the boys and girls can then write the name of each individual, and what each person drawn likes to do the most for fun. (Younger students would find it easier to write if lines are drawn first on the paper; pre-writers may dictate their ideas to the teacher or another adult in the classroom.)

Follow-up Suggestions

- Have children use magazines, scissors, and paste to create collages representing their own families. These might include favorite colors, activities, or foods that their family members particularly enjoy.
- Ask children to bring in family photographs to be displayed on bulletin boards or collected in a class book. If that's not practical, have the students look through magazines to find photos showing how members of a family care for one another. These pictures can then be mounted on construction paper and made into a bulletin board display.
- Invite a family member to talk to the class about a special family happening (e.g., a new baby, a trip on an airplane, a visit from a relative).

Related Outcomes

Students should be able to:

- appreciate how families function as transmitters of learning
- recognize that their own family structure may be similar to or different from others
- understand that all families in their own and other ethnic groups within the class, school, and community are to be respected and valued.

Getting to Know One Another

ELEMENTARY SCHOOL LESSON

Aim: How many different groups do we belong to?

The classroom is ideally a place in which cooperation and understanding become the basis of all interaction. You can encourage the students to learn more about each other and discover how they share common feelings, ideas, and experiences. Each boy and girl will get to know one another better while also strengthening his or her own sense of self-worth.

Performance Objectives

Students will be able to:

- describe similarities and differences in one another's interests and backgrounds
- identify ways in which they are similar to one another
- work cooperatively with one another in small-group situations.

Motivation

- Ask students to look around the room and find something that another classmate has in common with them (e.g., wearing the same color clothing, similar hairstyle, using same kind of notebook, etc.).
- As students respond to this question, list on the chalkboard the names of the children and thing(s) they have in common, such as:

Iris and Angela	curly hair
Luis and Tyrone	blue shirts

Development

- Distribute Activity Sheet A. Ask children to fill in the activity sheet. Allow sufficient time for all children to fill out forms as thoughtfully as possible.
- When children have completed the forms, ask:
  - — Do you think that anyone in the class will have the same answers as you?
  - — Which items do you think might have the same answers?
  - — Which ones do you think will be different?
- Choose one item from Activity Sheet A as an illustration and ask the children to volunteer their answers. Record them on the chalkboard. For example:

Item 11. I have a _____ for a pet. ☐ I have no pets.

	DOG	CAT	BIRD	TURTLE	FISH	NO PETS
	Angel	Tyrone	Fred	Amy	Jacqueline	Ramona
	Joanne	Sarah	Luis		Darryl	Sharif
TOTAL:	2	2	2	1	2	2

- When the children have responded, add the total number of children recorded for each pet category listed.
- Explain that you have made a tally of the answers and that a tally is a count of the number of something. In this case we are taking a tally of the number of children in our class who have certain kinds of pets and the children who have no pets.
  - — What do these children have in common?
  - — How might they be able to help each other now that they know that they have the same pets?
  - — How could a pet owner help another child who has been thinking about getting the same kind of pet?

Additional Activity

- Create a group tally sheet based on the examples below:

1. The languages I speak are:

LANGUAGE	NUMBER OF CHILDREN
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. My favorite color is (write number of children)

_____	_____	_____	_____
blue	green	yellow	orange

Other topics may include: my favorite song, the last book I read, my favorite TV program, the month of my birthday, etc.

- Divide the class into small groups. Explain that each group is going to make a tally of the children in the group who have each characteristic in common.
- Ask children to elect a group recorder who will enter the tallies for each of the topics on the group tally sheet.
- You might suggest that one person read the questions and then have each child give his or her answer individually while the recorder writes the information down.
- When the group tally sheets have been recorded, ask each group to report its data item-by-item.
- Combine the totals for each group on a large sheet of oak tag or chart paper.

- When all the group totals have been completed, ask the children to examine the chart and analyze the results.
  - — Which categories have the most people in them?
  - — Why do you think there are so many people in some categories and not in others?
  - — What are some of the things you learned about your classmates that you didn't know before?
  - — In what ways are the people in your group like you?
  - — In what ways are the people in your group different from you?
  - — How do you think this information might be helpful to you?
- Ask the class to come up with a title for the finished chart, e.g., "The Things We Have in Common."

Follow-up Suggestions

Class Game: How Many Groups Do I Belong To?

- Each of the questions on the "All About Me" worksheet can be used as a game in which students are asked to move into groups according to their responses on the survey.
- Tell children that they are going to play a game in which they find out how many different groups they are a part of.
- Ask students to carry a pencil and piece of paper with them as they go from group to group so that they can make a list of how many groups they belong to. (A "group" can be two or more students.)
- Start with the first question and ask the children to form groups according to the languages they speak. For example:
  - — If your first language is English, come to the middle of the room. If your first language is French, come to the windows, if your first language is Spanish, come to the door.
- Have the children record the group they are in. (Allow time for the children to move to another group if they find they fit into more than one category.)
- Repeat this process for each of the questions on the worksheet.
- When all the categories have been surveyed, ask the children to total up the number of groups they belong to.
  - — Can you think of any other groups you belong to that we did not include? What are they?
  - — Were there any groups that we all were a part of? Which groups were they?

Culmination

- Ask students to return to their original groups and, as a group, create a story, poem, collection of drawings, or group mural that expresses the many things the children in their group have in common and the many ways in which their differences make them more interesting people to know.

Adaptation for Learning Styles or Special Needs

- Simplify the worksheet by using fewer categories; have children personalize it with a photo, and make a more interesting shape. (See Activity Sheet A-2)

Activity Sheet A

All About Me

Name _____

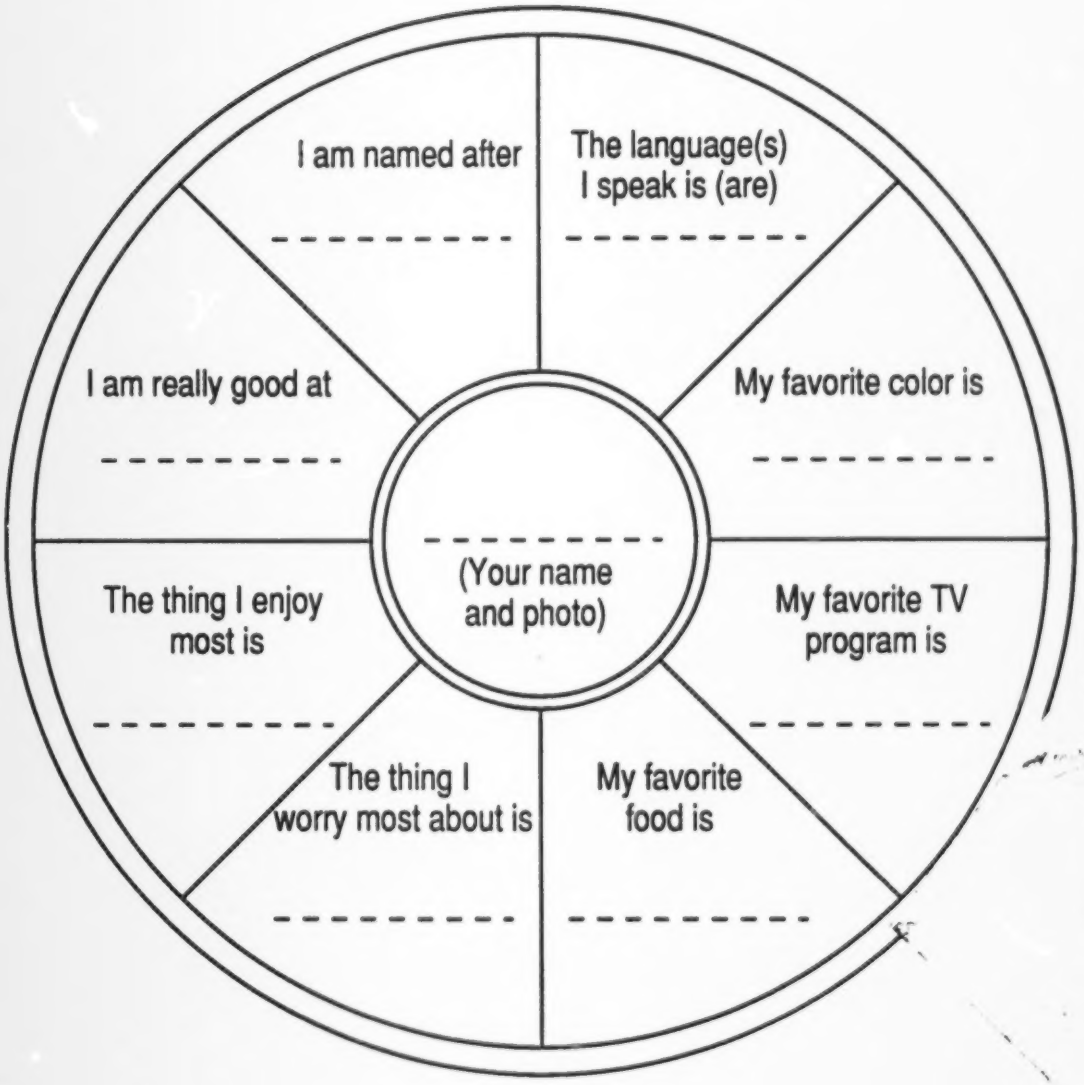
1. The language(s) I speak is (are) _____
2. I have _____ sister(s) and _____ brother(s) .
3. My favorite color is _____.
4. The game I play most often is _____.
5. The last book I read is called _____.
6. My favorite song is _____.
7. The school subject I do best in is _____.
8. I am really good at _____.
9. My favorite TV program is _____.
10. At home I have to _____ every day.
11. I have a _____ for a pet. ☐ I have no pets
12. My birthday is in the month of _____.
13. I am named after _____.
14. The thing I worry about most is _____.
15. The thing I enjoy most is _____.
16. My favorite food is _____.
17. If I had a million dollars, I would spend the money to _____

_____

_____.

Activity Sheet A-2

All About Me


I am named after
The language(s) I speak is (are)
I am really good at
My favorite color is
(Your name and photo)
The thing I enjoy most is
My favorite TV program is
The thing I worry most about is
My favorite food is

Respect for Others

ELEMENTARY SCHOOL LESSON

Aim: How can we show more respect for others?

Performance Objectives

To encourage children to:

- honor and respect the rights of others
- learn to judge people and evaluate issues through thoughtful analysis rather than stereotyped labeling
- become more fair, human, and tolerant in their daily relationships.

Motivation

- Each student can work with a classmate to complete this warm-up activity (Activity Sheet C or C-2). Tell the student teams that they are going to discover how each person is similar to or different from his or her teammate.

  The students can use the guide questions on Activity Sheet C or a modified version to better suit their needs.

Development

- Show the students a series of magazine photos that picture members of different racial and ethnic groups, white collar and blue collar workers, teenagers, athletes, male dancers motorcyclists, etc. What are the children's first impressions of the people in the photos? Discuss how stereotypes can lead us to prejudge other people without any real understanding.

  What stereotypes do the youngsters themselves use to characterize other children at school? Discuss how labeling an individual as a "nerd," "brain," "dummy," "bookworm," "sissy" or "superstar" can be unfair and harmful.

- Explore your students' attitudes toward the elderly. Discuss how grandparents and/or elderly people are portrayed on TV. Ask: "How do the characters on TV compare with your own grandparents or elderly people you know?"

- Encourage the students to react to this statement: "I never want to grow old...old people are scary." Do the children agree or disagree with this example of stereotyping? Why?

  As a follow-up activity, ask the students to find and bring to class advertisements which feature photographs of senior citizens. Ask: "What types of products are being advertised? Do children use these products, too? Why are elderly people chosen or not chosen to advertise particular products? What messages are readers receiving about the elderly from ads? Which ads show a positive attitude toward the elderly? How would you change the negative ads?"

- Encourage the students to think about their own experiences with prejudice and intolerance, and then have them write a brief narrative about either or both of these topics: "A Time When My Prejudice or Intolerance Got in My Way," or "A Time When I Helped a Friend Understand Someone Else."

- What could students at school do to show more respect for one another's rights? Brainstorm with the class to come up with ideas on how students should treat one another in the hallways, stairways, lunchroom, gym, auditorium, and on the playground. You can then direct the children to make posters with cartoon characters and slogans encouraging greater respect and support for each student's rights around the school. The posters can be displayed in the hallway outside your classroom when completed.

Follow-up Suggestions

- The students can work in groups to create minidramas showing how conflicts between people can be resolved through cooperation, respect, and tolerance.
- Each group can dramatize an episode from American history such as the suffragist movement, or Rosa Parks and the Montgomery Bus Boycott. The students could also act out scenes from stories read in class or create their own situations set at school, home, or in the neighborhood. When ready, these dramatizations can also be presented to other classes.
- Encourage each of your students to take up a cause and become an advocate for the rights of others. To begin, help the children divide into groups that share a common concern. Each group or team will research an important social issue such as what can be done to help migrant workers, homeless people, unemployed people, victims of bias incidents, victims of child abuse, the environment, etc. Afterward, each group can share the research and inform the class about the needs of others. (Some children might prefer to focus on animal rights and make presentations on behalf of saving the whales, boycotting fur clothing, providing shelter for abandoned pets, etc.)

  You might suggest that the students follow a set of guidelines, such as the list below, in preparing their presentations:
  a) Why is this topic an important one?
  b) What is now being done about this problem?
  c) What could or should be done to improve the situation in the future?
  d) What can students do to help if they want to?
- Plan a series of class trips to museums and culturally diverse neighborhoods around the city to expand your students' horizons. The children could visit the Museum of Immigration at the Statue of Liberty, Ellis Island, the Museum of the American Indian, the United Nations, Chinatown, Little Italy, Greenwich Village, Brighton Beach, or any other neighborhood or attraction which exemplifies the rich cultural diversity of our city.

Culmination

- Encourage your students to compare and contrast how children are treated in America with the way youngsters are treated in other nations around the world. The boys and girls can work in small groups to research and complete this project. Students can gather information at the library and/or interview children, teenagers, and adults who have lived in other countries. The children can present their findings to the class in a formal report, a dramatization, a mural, a panel discussion, a face-to-face interview, or in any other original format.

Adaptation for Learning Styles or Special Needs

- Invite a spokesperson for one of above social causes to speak to the class. Have students prepare questions to be asked.
- Assign students to work in pairs using Activity Sheet C-2.

Activity Sheet C

_____ *and I*

Teammate's name

Student Survey

In what ways are you and your teammate similar or different?

Similarities (How We Are Alike)	**Differences** (How We Are Different)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

1. Are you like each other? _____ In what ways? _____

   _____

2. What do you like to do after school? _____

   _____

3. What are your favorite TV shows? _____

   _____

4. What are your favorite foods to eat for breakfast, lunch, and dinner?

   _____

5. What are the most important qualities you look for in a friend?

   _____

6. Where do you do your homework?

   _____

7. What do you like most about school?

   _____

8. What is your favorite place?

   _____

9. If you could change one thing about yourself, what would it be?

   _____

10. What makes you feel happy?

    _____

Activity Sheet C-2

Name _____ Name _____

1. What do you like to do after school?

_____ _____

_____ _____

2. What is your favorite food for dinner?

_____ _____

_____ _____

3. What do you like most about school?

_____ _____

_____ _____

4. What is your favorite place?

_____ _____

_____ _____

5. What makes you feel happy?

_____ _____

_____ _____

6. What do you look for in a friend?

_____ _____

_____ _____

What Am I Proud Of?

ELEMENTARY SCHOOL ACTIVITY*

Student Objective:

- To examine what makes one proud.

Suggestions to Teacher:

- Discussion can help students become aware that being able to do something, to achieve something, to help someone else, can be sources of pride and can lead to good feelings about oneself.
- Discussion may take the form of small-group exchanges. Some of the feelings and ideas resulting from the small groups generally should be shared with other groups and/or the whole class. This can be done through arriving at a class conclusion, a summary of group conclusions, or voluntary reading of answers.
- For teachers who are developing ME books, have the students draw or write several of the items on the list for their books. Children can share with each other what they've done for someone else, what they've made, something they have learned to do on a continuing basis.

*NOTE: The same activity can be done by secondary students, listing what makes them proud, and categorizing the items as something one can do, something one has done to help someone else, something one owns, something one makes, something one receives, something one achieves, or other appropriate categories. Students can then be asked to rank order the categories and explain why they think that category is important in creating feelings of pride and self-worth.

Activity:

Have students complete the exercises on the following page.

Activity

What Am I Proud Of?

1. I am special and unique because _____

   _____

   _____

   _____

2. List what you are proud of.

   I am proud of: _____

   (something I can do)_____

   (something I have done for myself) _____

   (something I have done for someone else)_____

   (something I own)_____

   (something I made)_____

   (something I received) _____

   (something I achieved)_____

   Which one makes you most proud? _____

3. Draw a proud person.

Conclusion: How have my feelings or ideas been affected by this activity?

_____

_____

How Do I Feel?

ELEMENTARY SCHOOL ACTIVITY*

Student Objectives:

- To describe how one feels in a variety of situations.
- To discover how many people in the class would have similar feelings in a particular situation.
- To understand that most people would have similar feelings in similar situations (where the situations are fairly basic and clear cut).

Suggestions to Teacher:

- The first page of the activity could be done orally with young children, finding out how most students in the group would feel in each situation. You could record responses on the chalkboard. The class can then infer that people's feelings are very much alike.
- For the middle grades, have individual students assigned to one or more of the situations. As a student reads a situation and the listed reactions, the assigned student will count the responses in the class and shade in the appropriate squares to make a horizontal bar graph. Selected situations could be posted in chart form with the bar graphs for each one.
- The second question is the reverse operation. Students think of situations which would evoke common feelings. Finally, sharing your feelings in basic situations will help create a climate for acceptance of feelings, and the realization that adults too have similar feelings.

***NOTE:** For secondary students have small groups develop their own lists of experiences which create such basic emotions as anger, sadness, joy, frustration, and fear. Then have each group compare their list with another group. Share the common experiences with the whole class and draw conclusions about the similarity of people's feelings.

Activity:

Have students complete the exercises on the following two pages.

Activity

How Do I Feel?

Directions: Read each sentence carefully and fill in the blank space.

1. If I'm wearing brand new sneakers, I feel _____

2. If I get a high mark on a hard test, I feel _____

3. If someone steals my ball, I feel _____

4. If I am alone at night and I hear a noise, I feel _____

5. If someone does a nice thing for me, I feel _____

6. If I have a toothache, I feel _____

7. If someone calls me a bad name, I feel _____

8. If I have to say something in front of the class, I feel _____

9. If the person I want to be with plays with someone else, I feel _____

10. If I do not understand what someone is saying, I feel _____

11. If I open a present, I feel _____

In discussion, compare your feelings with someone else's feelings. How many times are feelings alike?

My Feelings	Your Feelings	Alike	Different

Additional Activities

How Do We Feel?

1. With your teacher make graphs of how many people in the class had the same feelings in certain situations.

   Example:

   GETTING A HIGH MARK ON A TEST

Number of people who felt...	0	5	10	15	20	25	30	35
happy								
proud of myself								
frightened								
angry								
sad								
shy								
embarrassed								
nervous								
worried								
as if I've done something wrong								

2. In a small group discussion, list things which would make some children feel:

   sad _____

   angry _____

   nervous _____

   proud _____

   happy _____

   important _____

   confused _____

3. Share the situations with another group. Find out if the children in the other group would have some of the same feelings.

4. When the same things happen to people, their feelings are:
   ☐ very much alike ☐ somewhat alike ☐ different ☐ very different
   Discuss the reasons for your choice.

5. Ask your teacher to share some things that make him or her feel angry, happy, proud.

Me and Somebody Else

ELEMENTARY SCHOOL ACTIVITY

Directions: Sit facing another person. Tell this person about yourself—things you like, things you don't like, how you feel about yourself—anything you want to say. (Your teacher will time you for one minute.) Then listen while the other person tells you about himself or herself for one minute.

1. Take one minute to write down things about your partner that are similar to yourself. Take another minute to write down things that are different.

Similarities (How We Are Alike)	Differences (How We Are Different)

Share your lists with another pair of students. As a class, write down some of the similarities and differences that were common to several people.

2. Consider how these similarities and differences apply to *all* people. Below, make lists of things we like about how other people who are similar to us and things we like about people who are different from us.

Things I like about people who are different	Things I like about people who are similar

3. What can you conclude about the ways people are alike and the ways people are different?

_____

_____

Conclusion: How have my feelings or ideas been affected by this activity?

_____

_____

Children Have the Right to Have Their Cultures Understood and Respected

MIDDLE SCHOOL INTERDISCIPLINARY UNIT*

This unit provides topics for the guidance counselor/teacher to lead guidance group sessions. It also provides activities that can be integrated by teachers in other curriculum areas such as communication arts, social studies, art, music, home and career skills.

These guidance lessons are geared to upper elementary and middle schools but they can also be adapted for use with younger children.

In this unit students will have an opportunity, through the circle sessions and supporting activities, to gain a deeper appreciation for their own culture and other cultures. The unit emphasizes the ways people are influenced by cultural traditions, values and beliefs. Cultural differences are noted at the same time common human feelings are focused upon. By sharing the positive aspects of their cultures with each other, students will probably begin to see new depths in one another. It is from this kind of sharing that real self-respect and respect for others can develop.

Performance Objectives

Students will be able to:

- identify the factors and experiences unique to their culture which influence their lives
- understand better how their culture fits into the community where they live
- become more aware of the unique characteristics of other cultures.

Topics for Discussion in Circle Sessions

— Something I Like About Myself That is Part of Me Because of My Culture
— A Member of My Cultural Group Whom I Admire
— An Artistic Expression of My Culture That I Like
— A Special Occasion or Holiday Which Relates to My Culture That I Appreciate
— Something I Like That Is a Part of Another Culture

Supporting Activities

"My Cultural Identity" —written report and discussion.

"The Sounds of Our Cultures" —music appreciation and discussion.

"The Colors of Our Cultures" —group art project.

---

*These materials have been adapted from the Human Development Program

Leading a Guidance Circle Session

These guidelines are presented to assist in leading a guidance circle session.

1. **Set a positive atmosphere** by warmly drawing everyone to the circle.
2. **Review the rules of the circle.** These rules assure students that their safety and security needs will be met.

CIRCLE SESSION GROUND RULES
1. Bring yourself to the circle and nothing else.
2. Everyone gets a turn to share, including the leader.
3. You can skip your turn if you wish.
4. Listen to the person who is sharing.
5. The time is shared equally.
6. There are no interruptions, probing, put-downs, or gossip.
7. Stay in your own space.

3. **Introducing the Topic** (1 - 2 Minutes): State the topic in your own words. Elaborate and provide examples as each activity suggests. Add clarifying statements of your own that will help the students understand the topic. Answer questions about the topic and emphasize that there are no "right" responses (theirs or yours). Sometimes taking your turn first helps the students understand the aim of the topic. At various points throughout the session, state the topic again.

   Just prior to leading a circle session, contemplate the topic and think of at least one possible response that you can make.

4. **Sharing by Circle Members** (12-18 Minutes): The most important point to remember is that the purpose of the circle session is to give students an opportunity to express themselves and be accepted for the experiences, thoughts, and feelings they share. Avoid taking the action away from the circle members. They are the stars!
5. **Summary Discussion** (2-8 Minutes): The summary discussion is the cognitive portion of the circle session. During this phase, the leader asks thought-provoking questions to stimulate free discussion and higher-level thinking. Each circle session includes three or more summary questions.
6. **Closure:** Thank everyone and say "The circle session is finished."

NOTE: Sample Circle Session for the first topic follows.

Something I Like About Myself That Is a Part of Me Because of My Culture

CIRCLE SESSION SAMPLE

Aim

How does taking pride in our cultures make us proud of ourselves?

Performance Objective

Students will be able to:

- express what they are proud of in their own cultures and themselves as members and products of their cultures.

Introducing the Topic

- Begin with a personal narrative from your own culture. The example should be one that has influenced you in some way to model for your students. Tell students:
  - — Today's topic is 'Something I Like About Myself That is a Part of Me Because of My Culture.' This may seem like a tough topic because it's often hard for people to say nice things about themselves, but in this session you are encouraged to do so. Here you have chance to brag a little about some really nice things concerning you and your culture.

    Take some time to think of how you are an individual because of ways your culture has influenced you. Maybe it's been in your choice of clothes, appearance, life-style, the way you talk or dance. Maybe you're bilingual and you're pleased and proud of that. Perhaps you thing to tell about will be something deeper. For example, your personality, your character and how your culture has affected you in these ways. Let's take a minute to think about this and then, if you will, tell us your thoughts. The topic for today's circle session is, 'Something I Like About Myself That Is a Part of Me Because of My Culture.'

Sharing by Circle Members

- Have students share their thoughts and feelings. Ask students questions such as:
  - — What do you like about yourself that came from growing up in your culture?
  - — Would you describe it to us (for example, a type of dancing)?

Summary Discussion

- — Did you learn something new about someone during this session?
- — We were proud of different things, but did you notice any similarities in the ways we felt?
- — How important do you think cultural influences are in our lives?
- — How does our culture influence who we are?

Follow-up Activities

- Talk to your parents about the culture of your family. Ask them if there are any cultural practices they did with their families when they were your age that your family doesn't do now (or vice versa). Find out as much as you can about how and why things have changed culturally in your family if they have. If cultural traditions have been dropped, perhaps you can encourage your family to try them again.
- Take a foreign language class, and while you're learning the language, find out as much as you can about the culture of the people who speak the language. You'll discover how language and culture are not separate things. They are a part of one another. As you learn the language and find out about the culture, your own personality will grow fuller. You will discover new things about yourself.
- Go to a festival in your community or nearby where you will have an opportunity to join a cultural group as it celebrates its traditions. Eat the food. Listen to the music. Try the dances. Enjoy yourself!

Everyone Has a Culture — Everyone Is Different

INTERDISCIPLINARY UNIT: SAMPLE LESSON 1

Aim

How does culture influence who we are?

Performance Objectives

Students will be able to:

- identify elements of human culture
- recognize that each cultural group and each individual takes different elements from their common culture.

Motivation

Do you think that the world would be better if all people thought and acted in the same ways? Why or why not?

Development

- Explain that as you look around at other people you may notice that they behave differently than you do. Often this is because you have had different things happen to you because of your culture. People in various groups often look at people in other groups as "different." Ask:
  - — What are some of these differences? Why might other people act or behave differently? How do these differences make you feel? In what ways do you like certain people because they are different? the same?
  - — If everyone felt and behaved the same, what effects might this have on our world? In what ways could accepted ideas and behaviors be beneficial? (peace, crime, etc.) In what ways could the results be undesirable? (society needs a variety of people with different skills, knowledge, and ideas to function and grow)
  - — How might differences be a result of one's culture? What is the name of your culture?
- Distribute Student Activity Sheet, "Everyone Has a Culture—Everyone Is Different." Ask students:
  - — What's the difference between human beings and all the other animals?
- Explain that one answer to this question is that human beings are creatures with cultures. Culture defines the various ways of living and beliefs that are handed down from one generation to the next.

- Ask students to complete the worksheet in order to help them identify aspects of their own cultures. Explain that they should answer each question with one sentence or phrase, then they should rank each item as to how important they feel it is to their culture.
- After students have completed the worksheets, ask them to share voluntarily their answers with others. Ask the groups to compare and contrast various aspects of their individual cultures. (NOTE: If a student is uncomfortable sharing with other students, ask that student to write about the culture of a friend of his or hers.) Ask the class:
  - — Do you feel there is such a thing as one American culture? Why or why not? In what ways do you feel that American culture can be looked at as a whole? Do you feel that all cultures in America are, or have been, valued equally? Why? How do you feel the differences between people from different cultures could be better dealt with and valued?
- Explain that sometimes people think that "white" (or Caucasian) American culture (which is really a collection of several cultures influenced by European cultures) represents the way to be. It's important to remember that "most" does not always mean "best" and that all cultures represent unique, and valuable ways to be.

Follow-up Activities

- Have students write about, discuss, and/or explore other aspects of culture, such as:
  - — Roles of males and females within different cultures.
  - — What are some of the things you appreciate or enjoy about a friend's culture? (Maybe these are things that are a part of your friend's personality because of his or her culture.)

Student Activity Sheet

Everyone Has a Culture — Everyone Is Different

Directions: Write one sentence or phrase about each topic. Then rate each item from 1 to 12 (1 being most important) as to what value this aspect has in your culture.

____ The language(s) you speak: _____

____ Your religion: _____

____ The music you're used to hearing: _____

_____

____ The dances you've learned: _____

_____

____ The foods you usually eat: _____

_____

____ The way you dress: _____

_____

____ The way you spend your time and your money: _____

_____

____ The things that look good and bad to you: _____

_____

____ The customs, holidays and ceremonies your family has: _____

_____

____ The kinds of relationships you have with other people: _____

_____

____ The things that are important to you: _____

_____

____ The things that you see as being right or wrong: _____

_____

Supporting Activity

Everyone Has a Culture — Everyone Is Different

Students will conduct research, utilizing reference materials and interviewing techniques, to learn about certain aspects of their cultural heritages. Their principal source of information will be family members. The activity culminates with students sharing in dyads what they have learned.

Development

- Ask the students to select one or more of the countries where their ancestors were born, or the country of their own citizenship, and prepare a report about the culture of that country (language, religion, art, music, dances, customs, holidays, etc.). Encourage them to use available reference materials in the library, and most important, information they receive from their parents, grandparents and other relatives through interviews.
- Since the topic area is broad, explain to the students that they may focus their research on one or two aspects of the culture, such as customs and holidays, or music and art.
- Encourage the students to collect and bring to class such items as books, clothing, art, records, tapes, etc., that relate to their reports. Make bulletin board space available to them for displays.
- Ask them to write something in their report about: (1) how these cultural influences may be present in some form in their lives today; and (2) how, at times, they may be aware of being pulled in two or more different directions by cultural influences that do not agree and how they feel at those times.

Conclusion

- With the students' permission, make copies of their reports available to their fellow students to read.
- Ask them to form dyads or small groups on a voluntary basis, to discuss the things they learned about their cultural heritages.

NOTES: Students who do not wish to participate in the dyads may read other students reports or do some other assignment.

Students could additionally do the same research on the cultural heritage of another class member.

The Colors of Our Cultures

INTERDISCIPLINARY UNIT: SAMPLE LESSON 2

Aim

How can we create an intercultural mural for our class or school?

Performance Objective

Students will be able to:

- create a group art project with students of diverse cultures, so that they will become more aware of the unique aspects of these cultures and their contributions to the community.

Time Needed

This will vary with the scope of the project, but probably a minimum of five class periods.

Materials Needed

Painting materials (latex or temperas, depending on location and size of mural).

Development

- Explain that students will be painting murals in interculturally mixed teams. The murals will reflect the influences of the various cultural groups of the school on the life of the school and community.
- Begin by determining a site for each mural. This project may be done on a paper or wood panel in the classroom or hallway. If it is necessary to obtain permission for the murals, this should be their responsibility as an additional learning opportunity in community relations.
- Next, form teams of students from varying cultural backgrounds and ask them to plan murals which will reflect the mixed cultural influences of the schools and community. Ask each team to consider the following in planning its mural:
  - — unique aspects of the cultures that lend themselves to being represented by the medium of a mural.
  - — any appropriate message that the team may wish to express via the mural.
- Before proceeding, discuss the medium and materials to be used with the students and agree upon procedures for acquiring and using them. If the murals are to be done outdoors on large wood or concrete surfaces and exterior latex paints will be used, estimate one gallon for every 179 square feet; about 25% for white, not counting the base coat; 20% for yellows,

including the yellows used for mixing greens; and another 15% for reds and blues. (In case of inclement weather or problems of accessibility, panels of plywood may be used for the mural and mounted on the surface.)

Conclusion

- Discuss in class the problems faced and the joys shared as a result of working together on the project.
- Evaluate the finished mural in terms of use of materials, clarity of the message, ways to improve or enhance the mural design, as well as successful aspects of the murals.

Follow-up Activities

- Arrange to have students tape-record the reactions to the murals from onlookers passing by and play these for the artists.
- Ask the local newspaper to photograph the murals and interview some class members for a feature story.

The Sounds of Our Cultures

INTERDISCIPLINARY UNIT: SAMPLE LESSON 3

Aim

How does our music reflect our culture?

Performance Objective

Students will be able to:

- listen to and discuss a variety of musical selections representative of their own cultural backgrounds to gain an appreciation of music from diverse cultures.

Time Needed

One to three class periods.

Materials Needed

Records and tapes illustrating music of various cultures and other audio-visual materials, such as a wide variety of modern and traditional musical instruments.

Development

- With the assistance of the students, acquire musical renditions (as many classics as possible) that represent the cultures of the students in the class. Ideally, several different types of music from each culture should be played so that students may experience diversity within cultures.
- After listening to each musical selection in class, conduct a brief discussion, ask:
  — With what kind of occasion do you think this music goes?
  — What do you think the composer or lyricist was trying to say (if anything)?
  — How did the music make you feel? Why?

Conclusion

- List the names of cultures represented by the musical selections. Stress the variety within each culture. The following general questions may be helpful:
  — What instruments are unique to the music of this culture?
  — Are certain rhythms characteristic of the music?

Follow-up Activities

- Ask the students to bring in other favorite musical selections that are representative of their cultures. Discuss each one after it is played.
- Encourage the students to express their feelings/reactions artistically to the music while it is being played by using art media or writing.

The Promise of America

MIDDLE SCHOOL LESSON

Aim: What is the "Promise of America," and how can it be achieved?

The promise of America has been defined in many ways. Some say it means that all people of all races should be treated equally and should have the same opportunities. Others say it means that all people should be able to have a job that pays them enough money to live in adequate housing and have sufficient income not to have to go hungry. Still others say it means that all people should have the chance to fulfill their own dreams.

While the United States has made strides toward realizing the democratic ideals enunciated by its founders, much remains to be accomplished before the promise of America is achieved for all citizens.

Performance Objectives

Students will be able to:

- describe what the term "Promise of America" means to them
- evaluate the extent to which the United States has realized its "promise"
- suggest the remaining steps needed to fulfill our nation's promise.

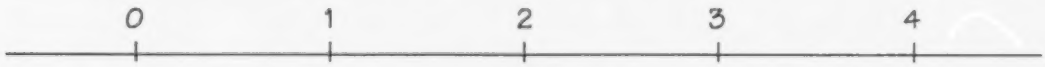
Motivation

Ask the students to think about and compare the United States with another country where they, family members, or friends have lived or with which they are familiar. Based on their knowledge, ask them how the two countries are similar. How are they different? Discuss the students' responses, and put them up on the chalkboard or on the overhead projector.

Development

- Lead the class in a discussion of the phrase "Promise of America."
  - — What does this mean to the children?
- Distribute Activity Sheet D, "America and the Promise." Read the lyrics from "The House I Live In" aloud, while the students follow along.
- Here are several suggestions for analyzing and discussing these lyrics:
  - — What ideas does the poet convey in these verses?
  - — Go back over the lyrics line by line with the students to discover and make a list of what makes America unique in the poet's eyes (e.g., all races; all religions; neighbors, white or black; the town hall; the soapbox, etc.)
  - — Ask the students to determine if they think the items on the list are true and accurate today. (You might point out that these lyrics were written in 1942.)
  - — According to the poet, what is the "promise" that America has made?
  - — What can people do to make sure that the "promise for tomorrow" will be kept for the good of all people?

- Distribute Activity Sheet D-2, "Headlines." Go over the importance of each event, and discuss the following:
  - — Why were these new laws added over the past 200 years?
  - — What are "rights"? Which groups gained rights, and the opportunity for a better life, with the passing of each new law?
  - — Why is the Bill of Rights important?
  - — Why is it important for working people to be able to join unions?
  - — Which groups gained the right to vote, which had been denied in earlier times?
  - — Why is that right such an important one?
  - — Why are the civil rights gained in 1954 and 1964 important?
  - — How do you think the rights gained by the disabled changed those people's lives?
  - — How do you think the rights gained by gay and lesbian people changed their lives?
  - — Do these headlines show that the United States has tried to keep its "promise" to the people? Why?
  - — Can you think of any new laws which would give people rights they need?
- Use the entire length of chalkboard to draw this scale:



THE PROMISE KEPT

- Ask volunteers to come up to the chalkboard and stand at the point on the "road" that represents how close they think we have come today to keeping the "Promise of America."
- Ask students to defend their positions and encourage questions from the class.

Follow-up Suggestions

- Have the students write a paragraph about each topic:
  a) What the Promise of America Means to Me
  b) What I Can Do to Help America
- Ask the students to find and bring to class current newspaper articles that illustrate either progress or problems in achieving the "Promise of America."

Adaptation for Learning Styles or Special Needs

- Have the students illustrate the lyrics to "The Promise of America" or illustrate what the poem means to them. Students might also underline the most important phrases in the lyrics.

Activity Sheet D

America and the Promise

A poet has described what many people feel to be the promise that America has made to its people. Read the verses and think about what the poet means by the "Promise of America."

The house I live in,
A plot of earth, a street,
The grocer and the butcher
And the people that I meet.
The children in the playground
The faces that I see:
All races, all religions —
That's America to me.
The house I live in,
My neighbors, white and black.
The people who just came here
Or from generations back.
The town hall and the soapbox,
The torch of Liberty,
A home for all God's children —
That's America to me.
The house I live in,
The goodness everywhere,
A land of wealth and beauty
With enough for all to share,
A house that we call Freedom,
The home of Liberty,
And a promise for tomorrow —
That's America to me.

Lyrics from "The House I Live In." Copyright 1942 by Chappell and Co. Permission pending.

Activity Sheet D-2

Headlines

1791	**Bill of Rights Gives Americans Basic Freedoms** (Freedom of Religion, Speech, Press, Assembly, Right to a Fair Trial)
1842	**Labor Unions Made Legal** (Working people can join unions and work together for better pay and conditions.)
1865-70	**African-Americans Gain Important Rights** (Slavery ends; African-Americans gain citizenship and the right to vote.)
1920	**Women Gain the Right to Vote**
1954	**U.S. Supreme Court Ends Separate Schools for Whites and African-Americans**
1964	**U.S. Passes Equal Rights Law** (People of all races and religions can stay in the same hotels, ride in the same buses and trains, and sit together in movies, restaurants, theaters.)
1965	**All Citizens' Right to Vote Protected from Discrimination** (End of unfair reading test and special "voting taxes.")
1968	**Voting Age Lowered to 18** (Only people 21 or older had the right to vote before 1968.)
1975	**Disabled Americans Gain Important Rights** (Every effort must be made to ensure that people with physical disabilities can attend classes with other students; government buildings must have ramps; special parking spaces must be provided.)
1986	**New York City introduces legislation extending civil rights protection to include sexual orientation in terms of employment and housing.**

Understanding Prejudice*

HIGH SCHOOL LESSON

Readings: 1. "Prejudice: A Definition" 2. "How Prejudice Is Learned"

Objectives:

- To help students understand the meaning of personal preference, prejudice, discrimination, and scapegoating.
- To make students aware of the ways in which prejudice is learned.

Vocabulary:

Persecution, henchmen, minority groups, ethnic, hostile, bigotry, rationalize.

General Statement:

Explain to students that this lesson is designed to help them understand what prejudice is and how people become prejudiced.

Teaching Strategy:

Entry Point A:

Role play the following activities:

1. Only pupils wearing Levi blue jeans can participate in gym.
2. Only pupils wearing a digital watch may take the social studies exam. Everyone else fails.
3. Only pupils wearing Reebok sneakers may go to lunch. The others must stay in the classroom during lunch hour.

Discuss the feelings of the "ins" and the "outs."

Entry Point B:

Have the students read "Prejudice: A Definition."

Discussion Questions:

1. Define the various terms used by Gordon Allport in his "Continuum of Social Relationships Among Human Groups."
2. What are some examples of prejudice, discrimination, scapegoating—the three hostile forms of prejudice that Allport discusses?

* This lesson is reprinted by permission of the Anti-Defamation League of B'nai B'rith from *The World of Difference*

Entry Point C:

Have the students read "How Prejudice is Learned."

Discussion Questions:

1. Have you ever been the victim of prejudice or discrimination? Why? What happened? How did you feel?
2. How do people become prejudiced? What steps can society take to prevent it?

Entry Point D:

Administer the Bogardus Social Distance Scale. This technique asks respondents to indicate to which step on the following scale they would admit members of various ethnic and national groups.

Steps

1. To close kinship by marriage.
2. To social club as personal friend.
3. To my street as neighbor.
4. To employment in my place of work within my occupation.
5. To citizenship in my country.
6. As visitors only to my country.
7. Would exclude from my country.

Ethnic Groups

Armenian	French	Native American Indian
Black	German	Polish
Canadian	Greek	Puerto Rican
Chinese	Hungarian	Scottish
Cuban	Irish	Spanish
Egyptian	Japanese	Swedish
English	Jewish	Turkish
Haitian	Korean	Vietnamese
Hindu	Mexican	

Additional Activity:

Have students write essays on the theme, "Prejudice can be a two-edged sword—it harms its victims as well as those who practice it." (It precludes growth and learning from contact with others, and closes the door on potential friendships and associations which might prove rewarding.)

Student Reading 1

Prejudice: A Definition

Gordon Allport

Let's look at the stages of hostile relationships—starting with "predilection."

Predilection simply means that someone prefers one culture, one skin color, or one language as opposed to another. If you like Mexican culture and I do not, there is no use arguing about taste. We may disagree on such matters, but, as a rule, we respect one another's choice. Predilections are natural. But they are the first step toward scapegoating if they turn into more active biases, that is to say into—

Prejudice. A prejudice is an attitude in a closed mind. ("Don't bother me with facts, I've already made up my mind.") Some Europeans may think that all Americans are loudmouthed spendthrifts. This stereotyped view is hard to change. It is a prejudice. An Oxford student is said to have remarked, "I despise all Americans, but I've never met one I didn't like." This anecdote suggests that prejudgments may stand even when available evidence is against them. Some people with prejudices may think that blacks have rhythm, that Scotsmen are thrifty, or that a woman's place is in the home.

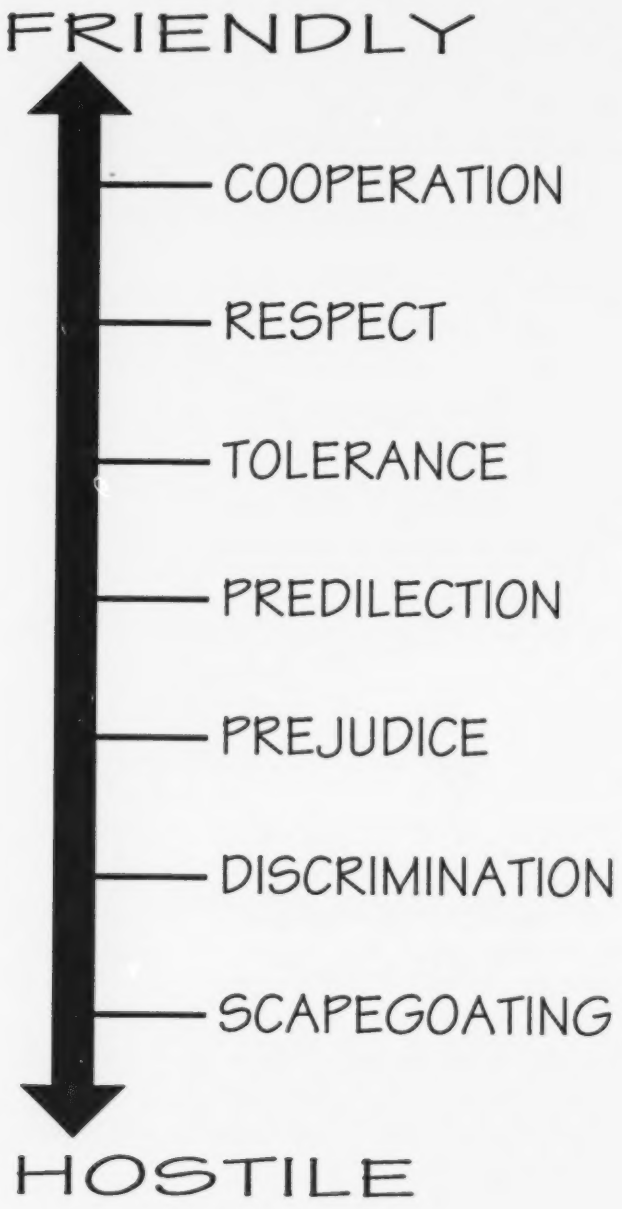
Prejudice, if kept to oneself, causes no great harm except to the mind that possesses it. But prejudice expressed leads to—

Discrimination. That means leaving somebody out because of prejudiced thinking. Generally it is based not on an individual's intrinsic qualities but on a "label" branding the individual as a member of a group to be looked down upon. It means separating a group forcibly and unjustly from our neighborhoods, our schools, our churches, our labor unions and our professions.

Scapegoating is hostile behavior by word or deed. The victim usually cannot fight back, for scapegoats are usually members of vulnerable minority groups. The essential cowardice of scapegoating is illustrated by the persecution of the Salem "witches," a small, frail handful of people who could not fight back.

Adapted from Gordon Allport, *ABC's of Scapegoating* New York: Anti-Defamation League of B'nai B'rith, 1985.

A Continuum of Social Relationship Among Human Groups



Student Reading 2 (1982)

How Prejudice Is Learned

A Ku Klux Klansman would probably argue that humans are born racially prejudiced, that prejudice is a natural state of mind everyone inherits.

He would be dead wrong, however, in light of modern psychological research. Prejudice is not inherited; it is learned, first from parents and then from an ever widening circle of people and institutions ranging from relatives to schools. One of the pioneer scholars of racial prejudice, Gordon W. Allport, found that children can learn bigotry in two basic ways: by adopting the prejudice of their parents and other family members and from the cultural environment, or by being raised in such a way that they acquire suspicions, fears and hatreds that sooner or later focus on minority groups.

But the learning of prejudice is a complicated matter for children and it takes a long time. It begins with the child grasping the concept that some children are different from himself, but that is more a matter of curiosity than anything else. Children get their first hint of what prejudice really means from language, from certain powerful words loaded with emotional impact that can wound their fragile self-esteem. These words may vary from region to region depending on the ethnic composition of a particular area. In the Northeast, "kike," "dago," "wop" or "spick" might be examples; in the South "nigger," "cracker" or "redneck" might produce the same reaction. But it takes children time to learn to whom these words refer and to completely understand their parents' rejection and hatred of those categories of people.

The next learning stage may take place between the ages of about seven through eleven and is characterized by the child's rejection of those who are the objects of the parents' prejudices.

In this stage, Allport and other researchers found, the child tends to go overboard. If blacks are the hated category then the child blindly condemns all blacks, viewing them all as having no good qualities, no redeeming features. The prejudiced child at this stage, often around the fifth grade, has mastered the proper bigoted phrases, even if he or she still hasn't quite given up a fairly democratic style of behavior toward the hated category.

A child at this point often says harshly bigoted things but may still play with children of the group she or he is talking against. It takes the child another few years to learn to modify his or her total verbal rejection into something more realistic and easier to rationalize and defend.

At this stage the child, now a teenager, no longer claims all people of the hated category have no good features and is willing to concede them some good attributes. But the behavior of the prejudiced young person at this point begins to harden into the familiar pattern of adult bigotry that is shared by his or her parents or family circle.

In short, it takes the entire period of childhood and much of adolescence to master prejudice.

Special Report. *The Ku Klux Klan: A History of Racism and Violence*, published by Klanwatch, Montgomery, Alabama, 1982. Permission pending.

Looking Beyond Labels to Combat Prejudice*

HIGH SCHOOL LESSON

Reading: "Prejudice in the Third Grade"

Objectives:

- To demonstrate how labels which are used to stigmatize minority groups prevent us from seeing members of those groups as individuals.
- To teach students that one way of combating prejudice is to speak out against it.

General Statement:

This article deals with an incident in which a third grader calls a classmate, "Jew." The lesson focuses on labeling, a form of stereotyping by which people tend to discriminate against anyone who is presumed to possess the characteristics defined by the label. Those who use labels no longer look at the person, because they are already sure they know what he or she will be like.

Labels may have different shades of meaning, from purely objective to highly evaluative. For example, the word, "Jew" might refer simply to someone who worships in a particular way or whose family does. Or it could describe someone whose ethnic origin is Jewish. Such labels are non-judgmental, like a pharmacist's label on a bottle of medicine which is known to have certain verifiable properties. But when labels are used to convey unacceptable beliefs or undesirable behavior patterns, they are stigma words. Sometimes the tone of voice one uses is sufficient to create stigma words.

Vocabulary:

Holocaust, Nazis, anti-Semitic, insidious.

Teaching Strategy:

Entry Point A:

Ask the class to bring in labels or empty boxes. Display them prominently and ask why we have labels. (Possible answers: they tell us about the product, what it is like, how to use it, contents, dangers, dosages, etc.) Develop with the class a working definition of labels. (Tags which give us quick accurate information about a group of items without our having to examine each one individually.)

Have students sort the labeled objects into appropriate categories and discuss the value of such generalizations. Explain that people make generalizations because they cannot possibly have all the facts about a group of objects or people. For example, we say, "French people speak French," or, "Everyone loves ice cream," but these statements are not one hundred percent correct. It would be more accurate to say, "Most French people speak French," or, "Everyone I know loves ice cream."

Entry Point B:

Put the following chart on the board or prepare a handout. Ask students to put a check in the column that they think is most true of each generalization. (Feel free to add to the list.)

* This lesson is reprinted by permission of the Anti-Defamation League of B'nai B'rith from *The World of Difference*, 1986.

GENERALIZATION CHECK LIST

GENERALIZATION:	ALL	MOST	MANY	SOME	A FEW
Homes in the suburbs are expensive.					
Boys are good at science.					
Autos are powerful.					
Big cities are dirty.					
Little girls are cute.					
Asians are good businessmen.					
Computers are difficult to operate.					
Blacks are good athletes.					
Jews are smart.					

Ask which were easier to answer, the generalizations about objects or those about people? Point out that since there is so much greater variety among people than among things, generalizations about people are much harder to make. Labels which uniformly describe products are acceptable, even necessary; those which confer uniformity on people are not. Ask students to rephrase the generalizations in the chart, e.g., Some cities are dirty.

Entry Point C:

Read the article, "Prejudice in the Third Grade."

Discussion Questions:

1. What was the label used in this article?
2. How did the girl in the story feel when this happened? What did she do when she got home? What would you have done in her place? What else might she have done?
3. Was the aide's behavior correct?
4. Why did the young girl's father think about Simon Wiesenthal, the famous Nazi-hunter, and the Nazi Holocaust? What connection can be made between this tragedy in history and the incident described in the third grade?
5. How does prejudice begin? Where do children learn it?
6. How do students in your class label each other? How do you label others? What meanings are created because of the labels? How does the labeling process affect behavior?
7. If your friends use racial or religious slurs to describe someone of a minority group and you disagree, what can you do? How can you resist going along with the group?
8. Why are people afraid to speak out about acts of prejudice and discrimination?

Additional Activity:

Have students report on a major religious group other than their own. An excellent way to do this is to play the game, "Answer Man," in which a student learns as much about a topic or person as possible. On the appointed day, he or she comes to the front of the room, and answers questions from the class on that topic.

Student Reading (1982)

Prejudice in the Third Grade

Allen Cowan

I had an adult-like conversation with my eight-year-old daughter the other night that troubles me.

The discussion started over an all-you-can-eat crableg dinner, which normally would create glazed eyes in both of us. Hers weren't.

"What's the matter?" I asked.

She told me of a roly-poly kid in her third grade class: "He called me a Jew," she said. "And then he kicked me."

She said he'd done that several times. She reported each incident to the teacher's aide, who ordered the child to stop. The boy, a smart child in the school's gifted-and-talented program, didn't.

Since reporting it, my daughter said, when the aide heard the heavyset child use that term, the aide responded by calling him "jelly belly."

Two Wrongs Not Right

"That doesn't do any good," she said, "because two wrongs don't make a right."

There's more irony in that name-calling than she can understand now, because the aide is a black man.

"How does all that make you feel?" I asked.

"I wish I hadn't been born," she said.

That led to a fatherly chat on prejudice and how people like that miss out on so much life has to offer. And after we got home and I put her to bed, I started thinking about famed Nazi-hunter Simon Wiesenthal and a speech I heard him give four years ago in a Detroit synagogue.

Wiesenthal came in surrounded by bodyguards. For security reasons, members of the audience were asked to remain seated for five minutes after he left.

He talked of the Holocaust, and the Nazi slaughter of 12 million people, nearly half of them European Jews. He said he gave speeches and tracked Nazis despite the war's end so people would not forget and let it happen again.

And as I recalled his words, I thought of the boy my daughter spoke of, and what kind of hatred his parents passed on to him. I hoped it was an isolated incident, especially in Charlotte, where school integration and busing have come about without violence.

We've lived here nearly eight years. Despite two anti-Semitic incidents I'm aware of, I've always thought this a pretty good city to live in.

Planting Seeds

Hitler, when he started the Nazi Youth movement, said if he had control of a child to the sixth birthday he could plant seeds that would never be overcome.

The seeds, it seems, have been planted with this unsuspecting youngster. And I wonder if there's anything anybody could say to that boy's parents to convince them Jews are no different from other denominations. Probably not, for people with prejudices stick to them even when shown they are wrong.

With a little prodding, my daughter reported the youngster to the teacher when she arrived at school. I got a call at 7:50 a.m. that day from the teacher. She apologized for

not knowing about the incident and assured me it wouldn't happen again. She said she would call the boy's parents for a conference.

Well and good, in this instance.

My daughter's outspoken. We have a good relationship, and she doesn't mind sharing the good with the bad. So this problem has been taken care of.

But how many incidents occur like this between adults and children, between secure and insecure people afraid to speak out for fear of offending a co-worker or losing favor with a boss?

An Insidious Process

It's an insidious process we're all guilty of when we hear a joke at the expense of Poles, or Arabs, or Christians, or Jews, and laugh and remain silent.

And I wish more people could have heard Wiesenthal's speech, not for the horror recounted by a survivor of the concentration camps, but for his message of what happens to us all if we forget.

Allen Cowan, "Prejudice In The Third Grade," *The Charlotte (NC) Observer*, April 19, 1982. Copyright 1982 *The Charlotte Observer*. Permission pending.

Discrimination

HIGH SCHOOL LESSON

Discrimination is the act of denying people their rights because of such factors as their race, religion, ethnic background, sexual orientation, gender, age, or physical condition.

- To introduce this lesson on discrimination, describe the following situations to the class and explain that the first is an example of "prejudice" and the second is an example of "discrimination."

Situation One	Situation Two
Jim believes that all disabled people are unable to hold down full-time jobs.	Steve dislikes all people who are overweight. He refuses to play with Dave because Dave is overweight.

- Then ask the class: based on these two situations, how are prejudice and discrimination similar? How are they different? Explain.
- Distribute the attached worksheet, "Discrimination," and have students study the situations on the worksheet.
- Then, for each situation on the worksheet, ask students to explain their answers to the following questions:
  - In which of these situations are people showing prejudice toward others?
  - In which of these situations are people being denied their rights because of who they are? (Explain that this is what we call discrimination.) Can you describe other situations?
  - Which would be more difficult to end, prejudice or discrimination? Explain. (It has been said that prejudice is more difficult to remove because it is in the hearts and minds of people, whereas laws can remove discrimination.)
- Have students list other examples of discrimination and ask:
  - If you were the victim of discrimination, what would you do? Explain.
- Elicit from students examples of prejudice and list them on the chalkboard.
- Have students compare and contrast the two lists.

NOTE: During class discussion about the situations on the worksheet, stress that prejudice is a feeling that makes us reject or "pre-judge" people because of their race, religion, ethnic background, sex, age, or physical condition. Point out that discrimination is an act of denying people their rights because of those differences.

- Encourage students to research other examples of discrimination and agencies which handle discrimination complaints. (Possibilities include: the New York City Commission on Human Rights, the New York State Division for Human Rights, the National Association for the Advancement of Colored People, the Anti-Defamation League of B'nai B'rith, and

the Department of Justice Community Relations Service.)

- Encourage students to collect articles about other countries where discrimination is an issue, for example:

  Northern Ireland
  South Africa
  Great Britain (Indians and Caribbean Blacks)
  France (Arabs and West Africans)
  Lebanon

Activity Sheet

Discrimination

Directions: Each of the following is an example of discrimination. As you read each example, think about what rights are being denied.

SITUATION	RIGHTS DENIED
1. A woman applies for a job as a truck driver. She is told that no women are allowed to apply.	
2. Five girls ask to join the softball team. The boys refuse to play and walk off the field.	
3. An African-American couple tries to rent an apartment. The landlord tells them there are no apartments for rent. The next day he rents an apartment to a white couple.	
4. An Asian family moves into a new house. Their neighbors will not let their children play with the Asian family's children.	
5. A Latino child is enrolled in a new school. The other children call her names and make fun of her accent.	
6. A man in a wheelchair is told he cannot have a driver's license.	
7. A woman is dishonorably discharged from the Army because she is lesbian.	

Reducing Prejudice

HIGH SCHOOL LESSON

Prejudice is judging people without really knowing them. People are prejudiced when they judge other people solely on such factors as their skin color, sexual orientation, sex, religion, or group they belong to.

- To introduce this lesson on prejudice, distribute the attached worksheet, "Reducing Prejudice," and assist students in reading the problems described on the left side of the worksheet. Then, lead a discussion about ways in which we are different from one another.
- At the end of the discussion, have students consider whether these differences are a good reason to fear or dislike one another.
- For each problem on the worksheet, have students explain their answers to the following questions:
  - How have the children in this situation behaved?
  - Have you ever seen behavior like this? Explain.
  - How are the children in this situation dealing with differences? Is their behavior correct? Why or why not?
  - How do you think the children who have been picked on feel? Explain.
  - Have the other children given them a chance to prove themselves? Why or why not?
  - Have you ever thought that someone is bad because they are different? (Point out that such behavior is an example of prejudice.)
- Explain that "prejudice" means judging someone before you really know that person. People are prejudiced when they judge other people solely on their skin color, sex, religion, or group they belong to.
- Continue the discussion by asking:
  - Why is each of these of these problems an example of prejudice?
  - Have you ever experienced prejudice? Explain.
- Discuss ways in which people can be hurt by prejudice.
- Direct the students' attention to the left-hand side of the worksheet. Point out that on this side are descriptions of four situations. On the right-hand side, have students write different endings for each situation that show sensitivity toward others. Ask: "How else could this situation have been handled?"
- Have students discuss what unique qualities in themselves make them proud. The class could then brainstorm methods of reducing prejudice.
- As a follow-up activity, have students draw pictures of themselves or each other and compare similarities and differences.

Activity Sheet

Reducing Prejudice

Directions: Read each of these situations on the left side of this worksheet. Discuss them with your teacher, then think of a better ending for each situation and write them in the blank spaces provided on the right side of the worksheet.

WHAT HAPPENED	WHAT MIGHT HAVE HAPPENED
1. A new child arrives at school wearing the dress of her native country. The other children make fun of her and call her a "weirdo." No one wants to sit next to her.	1. A new child arrives at school wearing the dress of her native country. _____ _____ _____
2. A child's father has told him that all children of a certain race are bad. The child gets his friend to join him in picking on children of that race. One day, a terrible fight breaks out in the school yard and several children are hurt.	2. A child's father has told him that all children of a certain race are bad. _____ _____ _____
3. Several girls sign up to play softball. The boys refuse to play with them.	3. Several girls sign up to play softball. _____ _____ _____
4. Six children go to a special class to improve their reading. When they return to their own classroom, the other children call them "retards" and make fun of them. No one will play with them during game time.	4. Six children go to a special class to improve their reading. When they return to their own classroom, _____ _____ _____
5. In the locker room, a boy is upset and crying. A group of five other boys tease him and call him "faggot." They then shun and exclude him in the future.	5. In the locker room, a boy is upset and crying. _____ _____ _____